

**2010 – 2011**

## **Annual Report of Activities**

Resource. Supports. Training

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**KENTUCKY AUTISM**  
**TRAINING CENTER**



The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

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## **ABOUT US**

The Kentucky Autism Training Center (KATC) is a university-based program with a legislative mandate to enhance outcomes for all Kentuckians with Autism Spectrum Disorder (ASD). KATC strives to “bridge the research to practice gap” by leveraging resources, building sustainable collaborative relationships, and “scaling-up” the use of evidence-based practices in all regions of Kentucky.

### **Beliefs**

- All people with ASD have value, can contribute, and are unique.
- All people with ASD and their families deserve access to seamless systems of multidisciplinary support across the lifespan.
- Communities need to be prepared to embrace all individuals with autism.
- Support and services should be person-centered.
- Early diagnosis, followed by early intervention, can improve outcomes.
- Professionals need support and resources in order to sustain evidence-based practices and master new skills.
- Fidelity of evidence-based practice is the basis of effective service delivery across communities.
- Comprehensive planning and data based decisions are essential for continuous improvement of the processes and outcomes of our work.
- Attracting professionals to the field of ASD is important to the sustainability of services.
- Changing political and social environments will continue to demand flexibility and creativity.
- When we educate individuals with ASD, we aim for personal independence and social responsibility.

### **Vision**

Kentucky's leading resource on Autism Spectrum Disorders (ASD).

### **Mission**

The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

### **Roles**

- Inform the systems of support for education, early childhood, mental health, and employment
- Build regional capacity
- Facilitate network
- Empower families to access the resources
- Development of documents, videos, and other evidence-based information
- Develop evidence-based models and practices for families, teachers, and schools
- Collaborate with the Kentucky Department of Education to develop training and technical assistance for schools and school district

## 2008 - 2011 Strategic Plan

The KATC works with key stakeholders in development and on-going management of our strategic plan. The KATC works to integrate the following strategies into all levels of operation:

- Purposefully integrate individuals and families into network, program, and resource planning.
- Use a variety of technology-based delivery and communication systems to connect with families and professionals.
- Promote the development of seamless systems of individual and family support in early intervention, mental health, education, and employment.
- Extend the regional capacity development approach to early intervention, mental health, and employment.
- Target general and special educators and administrators with information and resources about ASD. Support all school professionals in their efforts to provide students with ASD access to all school environments and the general education curriculum.
- Establish and conduct collaborative activities with University partners.

**KATC Goal One:** Have a regional ASD capacity in education for implementing evidence-based practice in districts and schools.

**KATC Goal Two:** Have a tested model that helps families, individuals, and practitioners in mental health and intellectual disabilities, early childhood, and employment to design, deliver, and evaluate services for persons with ASD.

**KATC Goal Three:** Enhance data collection at all levels of operation

## Advisory Board

The KATC has an Advisory Board that advises the Director in matters of policy, staffing, and operation. Board members are committed to the growth of the Kentucky Autism Training Center as it strives towards its mission to enhance supports for persons with autism by providing information, training and technical assistance to families and service providers across Kentucky. Board members are actively involved in the development of collaborative relationships. Members also provide input and expertise in the development, implementation and evaluation of services provided by the KATC. Unless restricted by their employment, members will assist the KATC to procure funding, in addition to state general funds, to accomplish its mission. Current membership include:

**Mike Armstrong**

Lawrence County Schools

**Cathy Durkan**

Parent

**Tricia Bronger**

College of Education and Human  
Development  
University of Louisville

**Carol Estes**

Supported Employment  
Vocational Rehabilitation

**Diane Cowne**

Parent

**Bev Harp**

Human Development Institute  
University of Kentucky

**Rhonda Hedges**

Jefferson County Public Schools

**Laurie Spezzano**

Parent

**Barbara Lewis**

Parent

**Norma Thomas**

Parent

**Linda Linville**

Council on Postsecondary Education

**Larry Taylor**

Exceptional Child Education  
Kentucky Department of Education

**Kelly Morris**

Parent

**Peter Tanguay**

Department of Psychiatry  
University of Louisville

**Nat McKay**

Parent

## Staff

**Jennifer Bobo, LCSW, MSSW**  
Family Field Training Coordinator

**Katie Carnazzo**  
Field Training Coordinator

**Maya Chan**  
Field Trainer

**Tonja Craig**  
Unit Business Manager

**Rebecca Grau, M.P.A**  
Assistant Director of Administration

**Emily Kirkam**  
Field Training Coordinator

**G. Richmond Mancil, Ph.D., BCBA**  
Executive Director

**John Thomas McKay**  
Intern

**Robert Pennington, Ph.D.**  
Assistant Director of Training

**Danielle Schnatter**  
Intern, UofL Department of Psychology

**Julie Stewart, M.Ed.**  
Field Training Coordinator

**Diandre G. Thomas**  
Program Coordinator

**Deric Toney**  
Field Trainer

## OUR WORK

### Website and Online Community

The KATC website supports our mission by providing information and resources on autism spectrum disorders. The website provides information about disability resources, and evidence-based practices. During this past year, our website redesigned to improve “usability.” Specifically, we simplified the menu structure and reorganized the site by creating separate landing pages for families and professionals.

In addition, we have added an online community, which includes features such as user profiles, discussion forums, and live chat. The purpose is to bring parents and professionals closer to each other through online discussion, sharing of resources, and to promote easy access to KATC training materials. Currently there are 785 members of the online community.

### Newsletter

The goal of the KATC on-line newsletter is to provide current information and resources on ASD. The newsletter is posted on the KATC website, e-mailed through distribution lists, shared at meetings and trainings, and is provided upon request. During this past year the KATC newsletter was reformed to improve readability. Approximately 4,000 individuals receive our quarterly newsletter.

### **Family Guide to Autism Spectrum Disorders**

The Kentucky Family Guide to Autism Spectrum Disorders was developed to assist families of individuals with ASD. In addition to being a valuable source of information for families on a wide range of topics, this guide includes information about evidence-based practices along with web-based resources and identified books and journal articles for further reading. During past the past year the KATC disseminated over 500 print copies of this guide.

### **Amanda L. King Resource Library**

The Amanda L. King Resource Library is a collection of materials on topics such as ASD, disability, education, transition, parenting, and child development. These materials are available for checkout at no cost to families and professionals across the commonwealth of Kentucky. The Amanda L. King Resource Library houses a large collection of resources on autism, special education, and vocational information. This collection of 970 items is available to all citizens of Kentucky.

### **Kentucky Autism Service and Supports Directory**

The goal of the KATC's Autism Service and Supports Directory is to increase information about community resources available to individuals with autism and their families. Users can search by age, county, service, and region. Currently, 380 providers are listed on the directory.

### **KYAUTISM LISTSERV**

The KYAUTISM Listserv is hosted by the Kentucky Autism Training Center. The purpose of the KATC listserv is to share information, services, resources, and training opportunities in a positive and respectful way. Currently 344 individuals are subscribed to the listserv.

### **Awareness Materials**

To promote understanding and awareness, the KATC has created a series of brochures for family members and professionals.

- Tips for Siblings
- Grandparents and Autism Spectrum Disorders
- How to be a Friend to Someone with Autism
- Tips for Firefighters
- Tips for Law Enforcement
- Tips for EMS Personnel

KATC created an address space on the back panel of the brochure for local contact information to facilitate the dissemination at the local level by service and support organizations.

### **Network of Families**

#### **Eastern Kentucky Autism Training of Trainers (TOT)**

Eastern Kentucky Autism Training of Trainers (TOT) Project was conducted to enhance services for individuals with ASD in Appalachia by providing families and providers with access to practical information and by developing a network of local service providers with ASD-specific training. To build local capacity, the KATC identified stakeholders and collaborative partners to

assist in these trainings. Four training modules were delivered (each module was 1.5 hours) in three locations. The first two modules were presented in November 2010 and followed up six months later by the last two modules being presented in May 2011. Module topics included:

- Autism 101
- Handling Stress and Increasing Coping Skills
- It Takes a Village: Promoting Collaboration Among Families, Educators, and Related Service Professionals
- Planning for the Future

The service area was the 37 counties in the Appalachian region. Located in this region are the Big East, Upper Cumberland and Kentucky Valley Educational Special Education Cooperatives that support local school districts. Seventy three participants attended trainings on modules one and two and 40 attended trainings on modules three and four. Thirty counties in the region were represented. A variety of professionals participated including:

- Executive Directors and Low Incident Consultants from three Special Education Cooperatives
- Educators
- First Step workers
- Community mental health providers
- Day care trainers
- University professors
- Students from local Universities
- Family members and representatives from local support groups

Staff from each special education cooperative co-facilitated along with parents from support groups within this region, providing time to discuss autism from a parent's perspective. Pre and post-tests were given to evaluate knowledge before and after the TOT sessions and efficacy of the TOT sessions.

KATC collected data from the participants and created a *Collaborative Community Resource Guide* that included contact information and the role of each participant to encourage strong networking and collaboration. Participants shared specific information on resources they have found that were available within their particular area as well as upcoming ASD trainings in their area.

KATC encouraged participants to create *Action Plans* to delineate plans to share the content of modules with local audiences (i.e., co-workers, daycares, churches, community groups). KATC maintained monthly contact with all trainers to support the delivery of *Action Plans* and provided support to trainers. KATC provide additional to coaching and resources to strengthen knowledge on a module topic.

KATC plans to expand this project in Western Kentucky in 2011 and Central Kentucky in 2012.

### **Kentucky Parent Lead Autism Networks of Support (KY PLANS)**

KATC initiated effort to develop a network of support groups across Kentucky. The first step in this process is Kentucky Parent Lead Autism Networks of Support (KY PLANS). KATC



disseminated monthly information packets (e.g., person-centered planning, new to the diagnosis of autism, raise awareness, preparing for summer, guardianship & financial planning, be your own case manager) to 41 support group leaders that include research-based information, tasks, and community activities. In addition, KATC created a listserv for leaders of parent support groups to allow an increase in information dissemination from KATC as well as the opportunity for parents to network with one another.

### **Kentucky's Partnership with the National Professional Development Center for ASD**

KATC works in collaboration with the Kentucky Department of Education's (KDE) eleven Regional Special Educational Cooperatives at all levels of operation. Cooperatives have the capacity to create and sustain change at the local level; such collaboration is essential to develop and sustain a network of professional development, training, and coaching to educators. Building upon this relationship, KATC initiated a collaborative workgroup in 2008 to develop a proposal and was subsequently awarded a partnership with the National Professional Development Center on Autism Spectrum Disorders (NPDCA). The NPDCA provides Kentucky with online training, technical assistance, and program quality evaluation tools, with the goal of developing model educational programs at the pre-school, elementary, middle and high school levels. In conjunction with special education cooperative staff and local educational agencies (LEAs), KATC will develop a model programs in all of the eleven Regional Special Educational Cooperatives. KATC adapted NPDCA resources and plans to support the efforts of every school district in Kentucky to promote: a) the early identification of children with ASD; b) the use of effective communication systems, positive behavioral supports, and social interactions for children and youth with ASD; c) enhanced access and learning within the general curriculum; and d) improved transition planning and post-school outcomes.

### **Model Sites – A Process Approach to Improving Outcomes for Students with ASD**

KATC worked with the Central Kentucky, Big East, and Western Kentucky Educational Cooperatives to support the development of model classrooms at the preschool, elementary, middle and high school levels. KATC utilized and adapted resources from the NPDCA to assist efforts to create a statewide student center problem solving process that focuses on creating quality learning environments, incorporated evidence based instructional practices and monitoring progress through a rigorous data-based decision making process. As part of the model site process the KATC hosted three 3-day model site summer institutes, in each of the regions. Table 1 outlines the proposed rollout of the models sites and the KATC focused efforts with districts within the cooperatives.

**Table 1 Rollout of ASD Model Sites**

	Year 1: 2009-2010	Year 2: 2010-2011	Year 3: 2011-2012	Year 4: 2012-2013
Model Site Location	Jefferson County	Central Kentucky Special Education Cooperative  Big East Educational Cooperative  West Kentucky Educational Cooperative	Ohio Valley Educational Cooperative  Caveland Educational Support Center  Kentucky Valley Educational Cooperative	Northern Kentucky Cooperative for Educational Services  River Region Cooperative  Wilderness Trail Special Education Cooperative  Upper Cumberland Special Education Cooperative

During Year 1 and Year 2 of this initiative the KATC received coaching and support from the NPDCA to support the classrooms in Jefferson County and the Central Kentucky Special Educational Cooperative.

Twenty-four students in eight NPDCA model sites were targeted and three goals from each of their IEPs were selected for specific improvement. Technical assistance providers from KATC and local school districts partnered to coach school teams through selecting and implementing evidence-based practices to target these goals.

- All target students at all Kentucky model sites made progress toward targeted goals from their IEP.
- All students met or exceeded at least one targeted goal.
- Across all NPDCA model sites, students met or exceeded 76% of their targeted goals.
- Across all NPDCA model sites, students exceeded 50% of their targeted goals.
- Goals targeted a range of outcomes, including social, communication, self-help, behavior, and academic outcomes.

**ASD Cadres**

Building on the momentum of Kentucky's partnership with the National Professional Development Center for ASD and informed by implementation literature from the KATC, the Kentucky Department of Education and its eleven Special Education Cooperatives have developed an ASD Cadre of 736 members from 167 school districts across Kentucky – 94% of districts in the state are participating. The goals of the ASD Cadre are to increase implementation of evidence based practices for students with ASD, build regional capacity and create tiered expertise. This dedicated group of professionals has attended four 6-hour trainings in autism related content this year and many members have reported putting the content directly into practice with students all across our Commonwealth. The trainings have addressed:

- Characteristics of learners with autism
- Functional behavior assessment
- Behavior intervention strategies
- Systematic instruction

The KATC staff and the excellent trainers working at the co-ops, who have been responsible for delivering these 6-hour sessions, meet regularly to ensure the content is relevant to and accessible by all attendees. We look forward to spring when the content will further address instructional practices and increasing communication skills of learners with autism. We will also be launching a new web-based communication tool so that cadre members have easy access to resources and opportunities to network with colleagues from all across our Commonwealth.

### **Partnership to Develop Regional Teams of Professionals Prepared to Serve Young Children with ASD**

The KATC in collaboration with the Special Education Cooperatives, representatives from preschool & Head Start, the Commission for Children with Special Health Care Needs, and Early Childhood Mental Health Specialists are working under the leadership of First Steps to develop regionally based teams across the Commonwealth with expertise in screening, diagnosis, and interventions for children birth to eight. The purpose of this network of professionals will be to create tools and practices that improve transitions from across diverse service systems.

Professionals in this network will receive specialized training in the following areas:

- Screening/Red Flags across environments
- Tools and process for referral
- Evaluation and diagnosis
- Resources and support for families
- Intervention and Practice Parameters
- Transition

A website to support this initiative is in the development stage. In fall 2011, partners will host a “kick-off” training event.

In preparation for the development of this partnership, KATC staff meet individually with staff from each of the 15 First Steps Points of Entry to discuss local, regional, and nation resources.

### **Creating Supports and Services for Adults KY APSE**

APSE is a national non-profit membership organization, founded in 1988 as the Association for Persons in Supported Employment, now known as APSE. APSE is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities. A KATC staff member serves as an APSE board to support state to support efforts to promote the improvement of Supported Employment services for persons with significant disabilities experiencing barriers to employment through education, advocacy, collaboration, policy change, elimination of barriers, empowerment, and community participation. Specific duties include conference planning, collaboration with state agencies, facilitation of trainings, and promotion of employment of individuals with disabilities on the state and national level.

In addition, KATC staff person serves as an APSE Regional Delegate; duties include managing communication between National APSE and state APSE chapters, providing resource and mentorship to five states in the mid-west, providing feedback on initiatives, legislation, and resources to National APSE.

### **Job Club**

During this past year, Community Employment Inc. and the Kentucky Office of Vocational Rehabilitation received an ARRA Stimulus Grant to develop a social skills group for young adults to address job readiness skills. The KATC has assisted Community Employment Inc. with developing quality, individualized programming for 13 adults with ASD. Program evaluation and modification has occurred throughout the Job Club to ensure the most efficient use of time and resources for both participants and Community Employment Inc.

### **KATC Internship Program**

KATC established an Internship Program that creates a mutually beneficial relationship where a person with ASD cultivates their employment skills, and the KATC gets some much-needed help on a variety of important projects. This program purposefully integrates a person on the spectrum into network, program, and resource planning.

During this past year, John Thomas “JT” McKay was our first intern. JT took the lead in setting up the resource center in our new location (i.e., shelving, conducting inventory) and honed his data-entry skills with several important projects.

*I like helping at the KATC. I am excited and happy to be working at KATC. I really look forward to learning more about how to work in an office and make friends at work.*  
- JT McKay

A new intern will join the KATC in August of 2011.

### **Collaborative Workshops and Webinars in Kentucky**

Bush, B. (n.d.). *Overview of special needs trusts*. Webinar for KATC website.

<https://louisville.edu/education/kyautismtraining>

Bush, B. (n.d.). *Overview of guardianship*. Webinar for KATC website.

<https://louisville.edu/education/kyautismtraining>

Bobo, J. (2011, January). *Building the family team: Bringing in the extended family*.

Breckenridge County Autism Support Group. Hardinsburg, KY.

Bobo, J. (2011, January 2011). *Overview of KATC and resources in KY*. Oldham County Schools. Goshen, KY.

Bobo, J. (2011, February). *What is autism? An overview*. Foster Care/Adoption Unit, Department of Child Based Services. Louisville, KY.

- Bobo, J. (2011, April). *Working with community organizations*. University of Louisville, Kent School of Social Work. Louisville, KY.
- Bobo, J. (2011, April). *Resources for parents of a child with autism*. Ohio Valley Educational Cooperative, KY Parent Pep Rally. Owenton, KY.
- Bobo, J. (2011, April). *Coping with stress*. Ohio Valley Educational Cooperative, KY Parent Pep Rally. Owenton, KY.
- Bobo, J. (2011, May). *Autism awareness: How to be an inclusive community*. Laurel County Library. London, KY.
- Bobo, J. (June, 2011). *How to build social skills*. Ft. Knox Parent Support Group. Ft. Knox, KY.
- Chan, M. (2010, March). *Transition to adulthood*. Powell County Parent and Professional Autism Support Group. Stanton, KY.
- Chan, M. (2010, June). *Supporting the siblings of children with autism*. Washington County Support Group. Springfield, KY.
- Chan, M. (2010, August). *Kentucky waivers and funding sources*. Spalding University. Louisville, KY.
- Chan, M. (2010, September). *Transition panel*. Bullitt County Public Schools. Shepherdsville, KY.
- Chan, M. (2010, October). *Benefits of social skills clubs for adults with ASD seeking employment*. Community Employment and the Office of Vocational Rehabilitation. Louisville, KY.
- Chan, M. (2010, October). *Puberty and autism, Part II*. Powell County KY Parent and Professional Autism Support Group. Stanton, KY.
- Chan, M. (2010, November). *Having a co-worker with autism*. Kentucky Autism Training Center. Louisville, KY.
- Chan, M. (2011, February). *Supporting students experiencing puberty*. Henry County Public Schools. New Castle, KY.
- Chan, M. (2011, March). *Employment and autism by KY Easter Seals*. Paducah, KY.
- Chan, M., & Bobo, J. (2010, November). *Show me the money: Navigating Kentucky's funding sources*. Parent and Professional Autism Support Group in Powell County. Stanton, KY.
- Chan, M., & Bobo, J. (2011, February). *Show me the money: Navigating Kentucky's funding sources*. Christian County Special Needs Autism Parent Support Group. Hopkinsville, KY.

- Gerhardt, P. (2011, February). *Bridges to adulthood for learners with autism spectrum disorders: Targeting employment and quality of life*. KY ASPE. Lexington, KY.
- Notbom, E. (2011, April). *Putting autism in perspective*. KATC in collaboration with Kentucky Developmental Disabilities Council. Louisville, KY.
- Osteen, M. (year?, February). *One of us: A family's life with autism*. KATC in collaboration with FEAT of Louisville. Louisville, KY.
- Pennington, R. (n.d.). *Using continuous data collection*. For OCALI's assessment website. [www.ocali.org](http://www.ocali.org)
- Pennington, R. (2010, July). *Overview of evidence-based practices for supporting students with ASD*. Workshop at the Western Kentucky Parent Professional Conference. In collaboration with ARC of Kentucky, Calloway County Early Childhood Regional Training Center, Family Resource and Youth Service Centers, First Steps, Kentucky Autism Training Center, KY Deaf-Blind Project, Kentucky Department of Education, Kentucky Partnership for Families and Children, Kentucky Protection and Advocacy, KY-SEED, Kentucky-Special Parent Involvement Network, Inc., Murray State University, UP in KY, and West Kentucky Special Education Cooperative. Murray, KY.
- Stewart, J. (2010, June). *Asperger's and adolescence in schools*. Floyd County Schools. Prestonsburg, KY.
- Stewart, J. (2010, July). *Autism in the early childhood classroom*. Big Sandy Headstart Annual Conference. Paintsville, KY.
- Stewart, J. (2010, November). *Social strategies for adolescents with autism*. Menifee County Family Support Group. Frenchburg, KY.
- Stewart, J. (2010, November). *Make-and-take visual supports*. Johnson County Family Support Group. Paintsville, KY.
- Stewart, J., & Bobo, J. (2011, March). *Supporting challenging behaviors: Behavior basics*. Washington County Family Support Group. Springfield, KY.
- Stewart, J., & Chan, M. (2011, May). *Behavior basics*. Lords Legacy Life Ministries. Lexington, KY.
- Wright, W. W. (2011, May). *DADvocacy: Just for dads workshop*. KATC in collaboration with Find of Louisville. Louisville, KY.

## Contributions at the National Level Presentations

- Chan, M., & Mancil, R. (2011, November). *Where are we? Assessing the needs of adults with ASD living in Kentucky*. Poster session at Ohio Center for Autism and Low Incidence Conference. Columbus, OH.
- Grau, R. (2011, November). *Kentucky Autism Training Center: Training, resources, and supports*. Ohio Center for Autism and Low Incidence Conference. Columbus, OH.
- Pennington, R. (2010, June). *Designing high quality programs for students with ASD: Reinforcement-based strategies to assess and address challenging behaviors*. Erlanger, KY.
- Pennington, R. (2010, June). *Designing high quality programs for students with ASD: Strategies for improving communicative competence*. Erlanger, KY.
- Pennington, R. (2011, January). *Applied behavior analysis and autism*. Grand Rounds Presentation, Psychiatry Department. University of Louisville. Louisville, KY.
- Pennington, R. (2011, April). *Evidence-based practice in intervention for students with autism*. Annual Kentucky ARC/TASH Conference. Louisville, KY
- Pennington, R., & Delano, M. (2010, November). *Engaging children through play and shared reading*. Annual Conference for the Ohio Center on Autism and Low Incidence. Columbus, OH
- Pennington, R., & Delano, M. (2010, November). *Evidence-based procedures to teach writing skills to students with ASD*. Annual Conference for the Ohio Center on Autism and Low Incidence. Columbus, OH.
- Pennington, R. & Delano, M. (2010, December). *How do I teach in an inclusive classroom? Effective practices for educators*. Annual TASH Conference. Denver, CO.
- Pennington, R., & Delano, M. (2010, December). *The write stuff: Supporting students with ASD across the curriculum*. Annual TASH Conference. Denver, CO.
- Pennington, R. & Delano, M. (2010, December). *Using response prompting to teach story writing to students with autism*. Annual TASH Conference. Denver, CO.
- Pennington, R., Delano, M., & Fenty, N. (2010, November). *Improving vocabulary and comprehension skills for students with ASD*. Annual Conference for the Ohio Center on Autism and Low Incidence. Columbus, OH

- Pennington, R., Delano, M., Rivera, M., Al Otaiba, S., & Whalon, K. (2011, April). *Teaching reading to students with disabilities: The use of evidence-based practice*. Annual Conference for the Council for Exceptional Children. National Harbor, MD.
- Pennington, R., Delano, M., & Stenhoff, D. (2011, May). *An evaluation of simultaneous prompting to teach story writing tasks to students with autism spectrum disorders*. Annual Conference of the Association for Behavior Analysis. Denver, CO.
- Pennington, R., & Stenhoff, D. (2011, January). *Using simultaneous prompting and computer assisted instruction to teach narrative writing skills to students with autism spectrum disorders*. Annual Autism Conference of the Association for Behavior Analysis. Washington, DC.
- Mancil, R. (2010, October). *Shaping echolalic responses into functional communication for children with autism*. Paper presented at the 34<sup>th</sup> Annual TECBD Conference. Tempe, AZ. (refereed conference)
- Mancil, R. (2010, October). *Tertiary interventions: The use of Ipod technology as an AAC device*. Paper presented at the 34<sup>th</sup> Annual TECBD Conference. Tempe, AZ. (refereed conference)
- Mancil, R. (2010, November). *Applying the technology of verbal behavior analysis within the classroom environment*. Paper presented at the 15<sup>th</sup> Biennial International Child and Adolescent Conference. Minneapolis, MN. (refereed conference)
- Mancil, R. (2011, January). *Differentiated effects of sensory activities as abolishing operations on aberrant behavior and academic performance*. Poster presented at the 5<sup>th</sup> Annual ABAI Autism Conference: New Tools for Translating Science to Practice. Washington, DC.
- Mancil, R. (2011, November). *Sensory interventions for sleep and behavior in children with ASD*. Poster session at Ohio Center for Autism and Low Incidence Conference. Columbus, OH.
- Mancil, R., & Boman, M. (2010, November). *Peer anti-bullying network: Addressing bullying of children with autism spectrum disorders*. Paper presented at the 45<sup>th</sup> Annual Exceptional Children's Conference.
- Mancil, R., & Singleton, J. (2010, November). *Literacy interventions for children with ASD*. Poster session at Ohio Center for Autism and Low Incidence Conference. Columbus, OH.
- Mancil, R., & Toney, D. (2011, December). *Functional communication training for parents: A*



*comprehensive guide for the home.* Poster session at Ohio Center for Autism and Low Incidence Conference. Columbus, OH.

Stewart, J., Collins, B., Griffin, A. K., & Hager, K. (2010, December). *Preparing teachers to use research-based practices with students with significant cognitive disabilities.* Annual TASH Conference. Denver CO.

## **Publications**

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Pennington, R., Stenhoff, D. M., Gibson, J., & Ballou, K. (2011). Using simultaneous prompting to teach story writing to a student with autism. *Education and Treatment of Children.* (Accepted/Making Revisions).

## **College of Education and Human Development**

In response to the statewide need for highly skilled professionals with expertise in autism spectrum disorders, the Special Education Program at the University of Louisville in collaboration with the Kentucky Autism Training Center has developed a proposal to offer an autism certificate program.

The purpose of the proposed Autism Certificate Program is to provide professionals (e.g., educators, speech language pathologists, occupational therapists, counselors, social workers, vocational trainers, etc.) with advanced knowledge in applied behavior analysis, communication and social skill interventions, behavior consultation, and evidence-based practices for individuals on the autism spectrum. The program will be designed to meet both the Behavior Analyst Certification Board's (BACB) Behavior Analyst Standards and the BACB's Autism Standards.

The program will provide both school districts and community service providers with professionals who have strong teaching skills and strong behavior consultation skills.

Faculty members developed a curriculum for the program that includes five graduate level courses, an intensive summer training program and a capstone seminar in which students will demonstrate mastery of the program's objectives through the completion of an intervention project.

The special education program, under the direction of Dr. Terry Scott, has approved the program. The board of the Kentucky Autism Training center supports the proposal and several community partners have submitted letters of support.

The proposal is being evaluated through a multilevel curriculum approval process. If the proposal is approved at all levels (College and University), it is anticipated that the first cohort of students will begin in 2012. Our first cohort has enrolled in prerequisites course for Fall 2011.

**Graduate Level Courses ASD Specific Courses taught this year:**

EDSP 635: Practicum in ASD

EDSP 644: Applied Behavior Analysis

EDSP 646: Augmentative and Alternative Communication

EDSP 670: Autism: Introduction and Understanding

EDSP 671: Autism: Strategies and Techniques

EDSP 672: Autism: Collaboration and Technology

**Proposed courses pending approval of autism certificate program / Graduate Level):**

EDSP XXX: Advanced Applied Behavior Analysis

EDSP XXX: Seminar: Current Topics in Autism

EDSP XXX: Behavior Consultation

EDSP 674: Supporting Individuals with HFA

EDSP XXX: Autism: Capstone Research Project

**University of Louisville Autism Center**

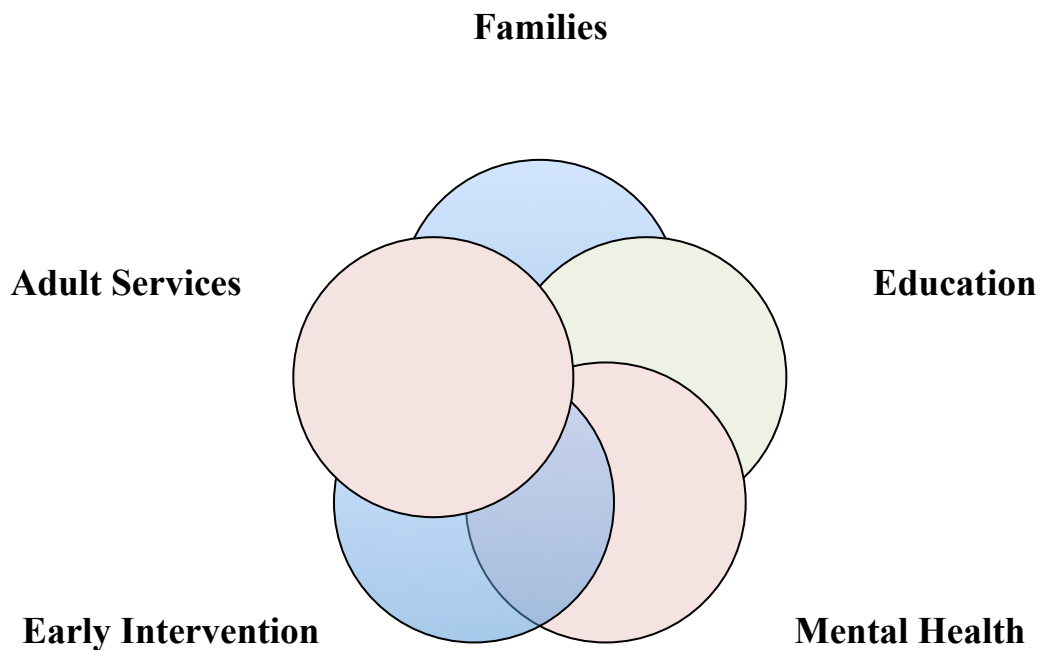


The University of Louisville and Kosair Charities dedicated the UofL Autism Center (ULAC) at Kosair Charities Centre April 15 of this year. Kosair Charities donated the rent amount to UofL during the five-year lease. The agreement allows for two additional five-year terms to the lease, bringing the value of the agreement to more than \$2 million.

The University of Louisville Autism Center at Kosair Charities is committed to building a collaborative partnership among the area's leading autism resources. Incorporating services from the Bingham Clinic, the Weisskopf Child Evaluation Center and the Kentucky Autism Training Center, this new center furthers each partner's mission to provide innovative treatment, evaluation, intervention, training and research to serve residents of Kentucky and surrounding states.

**2011-2012 KATC Strategic Plan: Support the Systems that Serve Individuals with ASD and their Families**

In upcoming year the KATC will continue to focus our work on supporting the systems that serve in individuals and families. Efforts will focus on developing a network of families, improving educational outcomes, enhancing mental health services, promoting early identification & early intervention, and developing services for adults. Using a process approach we will work to develop relationships with service systems & providers, develop materials and supports and provider direct training. In the current economic climate, the KATC is mindful to utilize emerging technology to develop systemic supports that improve the quality of services and support for persons with ASD.



**Goal 1: KATC will create, grow, and maintain relationships with service systems and providers that serve individuals with ASD and their families**

**Goals 2: KATC will develop materials and supports consistent with evidence-based practices for families, educators, and service providers**

**Goals 3: KATC will provide direct training consistent with evidence-based practices to families, educators, and service providers across the commonwealth of Kentucky**